THE

INDIAN JOURNAL OF EDUCATION

(FORMERLY THE MADRAS JOURNAL OF EDUCATION.)

VOL. XXXVIII. { MADRAS JOURNAL OF EDUCATION. | INDIAN JOURNAL OF EDUCATION } VOL. VI.

JULY 1898.

EDITORIAL.

By the time this number is in the hands of our readers we shall all be back at work again, striving to put into practice once more the lessons we are all supposed to have learnt from the past, but which overlook in the hurry of an autumn term. things, however, we may try to practise. Here they are.

Not to be a snob.
). Not to allow students to be snobs.
3). To work for the students rather than oneself.
(4). But to make them work also, chiefly by interesting them.
(5). To teach up to the best of one's ability and knowledge.
(6). To be energetic in discipline.
(7). To be patient with everybody but oneself.
(8). Not to over-work delicate pupils, or over-punish stupid ones.

(9). Not to limit one's influence to the class-room.
(10). To think of other people.
(11). To ask for advice and take it.
(12). To do all this for the love of one's work rather than of oneself.

Dr. Miller and Cramming.

In reviewing the progress of Madras Education during the last period of five years in our June number, we drew attention to the serious risk of injuring young children by sending them up for public examinations, by success in which they could win results' grants for their schools. We are glad to see that in the recent number of the *Christian College Magazine*, the Rev. Dr. Miller gives expression to the same belief, and in no uncertain tone. Coming from one whose experience of education in South India is unrivalled, and whose words it is needless to say must always carry weight, the striking warning against this evil may well give pause. There is indeed this slight difference, that while Dr. Miller refers specially to the evils of the Lower Secondary, this *Journal* directed attention to those of the Primary Examination, through which mill still younger children are ground. We earnestly trust that before long the Education Department will see its way to relegate such insidious and iniquitous tests of cramming to the limbo of admitted errors, and devote the funds set free by their abolition to some less harmful purpose. *Payment by results* is one of the most pernicio[illegible] systems of mercenary mis-education which the perverted inge[illegible] of man has ever devised, and it has done so much harm and [illegible] in other countries that honest teachers have everywhere c[illegible] against it, in spite of the bribes it gives them to sin or [illegible] their peace.

University Examining Boards and the Division of Labour.

We wish to draw attention to one of the reasons why Madras University Examinations are not always successful in discovering, encouraging and rewarding the best kind of students, and why University examination papers are not always as perfect as might be desired. It appears that a certain Board of Examiners, which for obvious reasons shall be nameless, adopts the plan of settling the momentous question, "Who shall take what paper?" by the simple, expeditious and we may add idiotic plan, of allowing the examiners to choose their own papers according to seniority on the

board. This delightful arrangement recently produced the edifying result that, when a gentleman applied for a paper in a subject on which, as a specialist, his knowledge was probably greater than that of the rest of the board put together, he was politely informed that the paper had been assigned to a senior examiner, who, by the way, had no special qualifications whatever, and on previous occasions had manifested no very striking discretion in the construction of his papers. The result was that a specialist examiner was wasted on an unimportant paper, and a specialist paper given to an unimportant examiner. Surely it is the first duty of a Chairman of Examiners to find out the qualifications and capacities of the members of his board, and to insist on each man doing the paper for which he is best fitted, regardless of seniority. If the senior examiners object they should remember that they are not bound to examine at all, but that, if they do, they must examine for the good of the University first and the convenience of themselves second. As for the Chairman, we can only hope that he will agree with us that to make by such methods Madras University any more ridiculous than it naturally is, is at least unnecessary if it be not impossible.

Cambridge Matters.

Our readers will hardly be surprised or sorry to find in our Cambridge Letter an account of the refusal of the Cambridge Senate to grant the proposed Diploma in Arts. The decision may be regarded as the emphatic judgment of experience against any attempt at the introduction of a non-resident system in a resident university. Had the proposed scheme been carried, there was every reason to believe that, as far as examinations could decide, the holder of a Diploma in Arts would have been fully up to the standard of acquirements of the pass B.A. He would not, however, have shared the privilege of residence in the dear old university-town itself, or of the many-sided influence of university life. Thus he might have appeared to many as but wearing the borrowed plumes of academic distinction. We can well understand the opposition which such a scheme would rouse in the minds of those who cherish above all things the memory of the years they spent in the shade of some old grey building hallowed by the great dead yet vocal with the living. The true solution of the University Extension problem is surely the provision of liberal scholarships for Extension Students, thus enabling those of them who are of real promise to obtain both

residence and degree. The recognition of St. Edmund's Hall has also been refused, and this too is a matter upon which, as Sir Roger de Coverley remarks, "much might be said on both sides."

One very important step, however, our correspondent notes, though it has been taken some little time ago, namely the admission of "Advanced Students," graduates of other universities, on the practical status of Bachelors of Arts, and the granting them opportunities of winning the Cambridge degree by the Continental method of submitting a dissertation. It would be difficult to overestimate the importance of this departure, for it has, at one stroke, broken down most of that barrier of exclusiveness which has for centuries cut off English Universities from their sister institutions on the Continent of Europe. There is nothing now to prevent the Ph.D. of a German University from becoming a graduate of Cambridge without the loss of time and liberty involved in conforming to the ordinary undergraduate course of study. The benefit to the University in the matter of stimulus to original work may well be immense, and if only the Cambridge examination system were brought into harmony with that in vogue in German universities there could no longer be any question as to which kind of university is the more preferable.

Selection Examinations.

The necessity of selection examinations to decide which students should be sent up for university examinations appears to be a superstition in this part of the world, and like most superstitions is the result of ignorance,—in this case ignorance of what is best for pupil and school. The result is that year by year a headmaster is pestered by crowds of backward boys, who ought never to have been promoted to the VI Form and who could by no possibility pass the coming Matriculation Examination, but whose prospects, he is pathetically assured, will be irremediably blighted if he refuses to allow them to be ploughed in the Matriculation. Until, therefore, some stricter system of promotion into the VI Form is observed, this ridiculous system must, we presume, continue; a system which not only hampers the work of the school for some days, but utterly destroys the value of the results of statistics compiled by the University. It is an open secret that in many up-country stations where there is only one High School the selection can be carried out with such severity as to make a very high percentage of success

a moral certainty, while in large centres the competition of one school with another makes it an impossibility by compelling an undesirable leniency. The sooner indeed the whole selection system is swept away the better. This might very well be done, with profit to the University, the Examiners, and (in the form of experience) to the students themselves, if the University would admit any student to the Matriculation who could prove that he had studied two terms in the VI Form, and against whom the school did not lodge a complaint for misconduct or non-payment of fees. True, the slaughter would indeed be prodigious for the first year or two, but in the meantime the University would have made its fortune, parents learnt a valuable and costly lesson, and all future teachers and examiners been secured against further annoyance and waste of time.

SOME EIGHTEENTH CENTURY LETTERS. *

Mr. Vere Foster has given us a most fascinating volume of his old family correspondence, which is of much greater interest than collections of letters usually are, owing to the number of remarkable and distinguished people who figure in them, either as writers or recipients, or subjects. Mr. Foster tells us in his preface that the name of the book was chosen because the letters were mainly written to or by the two celebrated Duchesses of Devonshire, Georgiana and Elizabeth, the first and second wives of the fifth Duke of Devonshire. Perhaps, however, a better name would have been the "Foster Letters", for it specially centres round certain members of that family. A few words on genealogy are here necessary. The aimiable, dilettante, travelling Frederick Augustus Hervey, Earl of Bristol and Bishop of Derry, was the father of the charming Lady Elizabeth, who married first F. T. Foster, Esq., M. P., and later on became the second wife of the fifth Duke of Devonshire, whose first wife, the beautiful Georgiana, had been her most intimate friend. Lady Elizabeth had with other children, a son Augustus, afterwards Sir Augustus J. Foster, Bart., the father of Mr. Vere Foster our Editor. A good deal of the correspondence is

* *The Two Duchesses*, Edited by Vere Foster. (*Blackie*). Price 16s.

between the Earl and Countess of Bristol and their daughter Lady Elizabeth, and between her and her son Augustus who is in the Diplomatic Service. As all these were interesting, talented and cultivated people, who moved in the best society both at home and abroad, and wrote diligently to each other of what they saw and heard and thought, one need hardly say that their letters and those of their friends and relatives, covering such a period as that from 1777 till 1869, must be of peculiar interest. But in addition to their correspondence we have letters from Lord and Lady Byron; Gibbon; Sheridan; Fox; the Prince Regent; Moreau; Alexander I; Canova; Thorwaldsen; Baron Armfeldt, the Swedish statesman; the unfortunate Count Capo d'Istrias, diplomatist and President of the Greek Republic; and others.

The book thus built up of bright and clever letters is one of the most delightful collections of fragments of political, social and literary history which we have yet come across. We seem to hear what our great-grandfathers and grandfathers thought and felt and whispered in the days when France, a giant refreshed with the wine of new life, spread death and terror throughout Europe. The book resounds with the tramp of armed men and the roar of guns by land and sea; at times we mourn a Nelson or a Moore, we anxiously wait for news from Spain and Austria, or whisper the dread tidings of Austerlitz and Wagram; again, we feel returning hope with Camperdown, Talavera, and Ciudad Rodrigo, and rejoice in the crowning victory of Waterloo. But though we read much of the hopes and fears of warfare, the book never sickens and disgusts, for the lighter threads of home interest, society, politics, and literature, are so pleasantly interwoven with military news as to make a continual variety of incident and reflection.

The first one hundred and fifty pages deal largely with the travels, schemes, and adventures of that delightful prince-bishop and former gallant Volunteer the Earl of Bristol, with his generous advocacy of Irish reforms and Catholic Emancipation, and his schemes of Continental alliances and the partition of France, which, he remarks "*has been infinitely better understood and far more relished*" by King Fredrick William of Prussia "*than by that impenetrable and unpenetrating blockhead Lord Grenville*"! Not the least interesting feature of this part of the book is the series of letters in which the Earl-Bishop tries to get Lady Elizabeth Foster to induce her brother Lord Hervey to consent to marry the Countess de la Marche, illegitimate daughter of Frederick William II, and thereby win £10,000 a year, an English dukedom and a royal connection. Lord Hervey's affections were, however, already engaged elsewhere, and his father, after several plaintive and somewhat sophis-

tical letters, has too much good sense and good nature to persevere in his unwelcome remonstrances.

From page 153 to page 447 we have a large number of very interesting letters, covering the period from 1798 till 1827, chiefly between Lady Elizabeth Foster, who in 1809 becomes Duchess of Devonshire, and her son Augustus Foster, a rising member of the Diplomatic Service. At first we hear a good deal about Kotzebue, the German dramatist, whom young Foster meets at Weimar in 1799, and of the success of Sheridan's *Pizarro.* This is followed by a brief allusion to the overthrow of the French Directory in letters from Weimar. Mounier, we are told, "liked it at first because it was at least a change, and that Sieyés and Bonaparte seemed more moderate and cleverer men than the others ; but, since the violent transportation of so many Jacobins, without form or process, into Guiana, he thinks there's as little liberty as ever." There are some good descriptions of Bonaparte as First Consul and of his court, from the pens of Augustus and John Leslie Foster, who seem to differ considerably in their appreciation of the great general. Augustus says that "his hair looks as if it never was combed," and thinks "he would be good looking if he had complexion. He has . . . . . the air of a gentleman, and certainly the manners of one." John Leslie Foster, afterward a Baron of the Irish Exchequer, says more, and waxes quite enthusiastic over Bonaparte: "In the first place, he is unlike every other Person in the World, and, in the second place, he is perfectly unlike every Painting, Print, and Bust that has been taken of him . . . . . He is about 5 feet 7 inches high, delicately and gracefully made ; his hair a dark brown crop, thin and lank ; his complexion smooth, pale, and sallow ; his eyes grey, but very animated ; his Eye Brows light brown, thin and projecting. All his features, particularly his Mouth and Nose, fine, sharp, defined and expressive beyond description ; expressive of what? Not of anything percé as the Prints expressed him, still less of anything méchant ; nor has he anything of that Eye whose bend doth awe the World. The true expression of his countenance is a pleasing melancholy, which, whenever he speaks, relaxes into the most agreeable and gracious smile you can conceive. . . . . His address is the finest I have ever seen. . . . . . He has more unaffected dignity than I could conceive in man." Of Talleyrand, the same vivacious writer says : "He was pompous, awkward, and uncivil. The scarlet and silver in which he was dressed only made him appear to greater disadvantage. His person is as crooked as his principles, and his face, unhappily for his beauty, a faithful Picture of his Heart." Augustus Foster, who invariably "remains an Englishman" wherever he goes, has but a poor opinion of France, and

gives the following description of Madame de Staël, with whom he had "a bad dinner at a little, narrow table, many of the men in boots." "She may have a vast deal of *esprit*, but shews a vast deal too much of it, I think; or, in other words, is a great *bavard*, and in my humble opinion is a very disgusting woman." He is also brutally frank with regard to Talleyrand, who, he says, "is a shocking ugly fellow, with both his feet turned inwards," but he seems to have caught the prevailing enthusiasm for Bonaparte, whose face, he says, "is very expressive of good nature." Here we get a description of the fête in honour of the re-establishment of religion, at which the crowd was so great that young Foster could only get in by declaring that he was from the English Embassy. A year later we get from the same writer a description of his visit to the slave-market at Constantinople.

Meantime the letters of Lady Elizabeth turn largely on politics; Pitt's resignation over Catholic Emancipation, his generous help to Addington, and the split between the latter and Canning. August 1803 gives us a short note from Fox to the Duchess of Devonshire, in which he alludes to the unpreparedness of the country to resist a French invasion, "owing to the last foolish manœuvres of the Doctor." Then follow some disconsolate letters from the young Earl of Aberdeen, who has been visiting Edinburgh, "which is of all places the most horrible," and who must "contrive to vegetate" in Scotland for some months. By 1804 Augustus Foster has procured an appointment in the Embassy at Washington, and from this on for some four years the letters between him and his mother deal chiefly with life in England and in America. That infant phenomenon, Master William Betty, "Young Roscius" as he is called, is drawing crowded houses and upsetting parliamentary debates with his thirteen-year-old acting. Pitt and Addington have, after violent opposition, been reconciled. The king is wearing the most extraordinary uniforms, but "what is to be done whilst he can talk collectedly on business." In April 1805 the king wears "the most wonderful wig ever seen." The unfortunate Lord Melville's impeachment is now the topic of the hour, and, as he was a great friend of Lord Aberdeen and the Fosters, it occupies a good deal of space in the letters. Augustus Foster describes American society and politics in dismal detail, and with a candour that will tend to disillusionise our American friends of the present day. American political morality was indeed at a low ebb in the early days of this century, and young Foster takes no pains to conceal the fact. The harsh treatment of poor divorced Madame Jerome Bonaparte is also described. Jefferson too, with his odd manners, yarn stockings, and slippers worn down at the

heels, and the congressmen "in the filthiest dresses," come in for condemnation. Dishonesty, drunkenness, ignorance and vulgarity seem to be the chief failings of the American public. Jefferson's second installation ceremony is caustically described.

The reconciliation of Pitt and Fox, the Continental battles of Napoleon, and the glorious but dearly-bought victory of Trafalgar follow in quick succession. The sorrow for Nelson's death among all ranks is vividly described by Lady Elizabeth, who knew him personally. 'Sir, have you heard the bad news"? asks a toll-gate keeper, "We have taken twenty ships from the enemy, but Lord Nelson is killed." A few months later, and Pitt's death makes Fox feel "as if something were missing in the world", and in the same year "the Angelic Duchess" Georgiana dies and leaves Lady Elizabeth inconsolable. The cordial relations of Grenville and Fox in their new ministry, and the illness and death of the latter, are graphically described, while the sad year goes down with the overthrow of Prussia and the flight and death of the Duke of Brunswick.

Turning once more to America, we hear that many Americans openly admit that the country was better governed and the people happier under the old colonial government than as an independent republic, and the attempted secession of the West, as planned by Colonel Burr, Vice-President of the Republic, is alluded to; a little later we hear of the arrest of that enterprising man. Randolph and Munroe seem to be the statesmen of whom Foster thinks most. In 1808 Foster returns to Europe and is made Chargé d'Affairs at Stockholm.

In Lady Elizabeth's letters we get allusions of various kinds. Perceval's meanness, the Slave Trade debate of 1807, the beginnings of the Peninsular War, the slowness and death of Moore, the victories of "the immortal Palafox," the tribulations of the Duke of York at the hands of Col. Wardle and Mrs. Clarke, the victories of Napoleon and of Sir Arthur Wellesley, Russian financial difficulties, the Walcheren Expedition, and the quarrel between Canning and Castlereagh, bring us to the end of 1809. Anent Canning, Foster declares in 1807: "He is all froth and smoke and noise. I cannot see the statesman in his speeches". In 1810 we have an account of the attempted assassination of the ministers at Lord Harrowby's dinner, and a note from Baron von Engelstrom ordering Augustus Foster out of Sweden in pursuance of Napoleon's directions. Next year, however, Foster is appointed Ambassador to the United States, and the Prince Regent announces the appointment in a honeyed letter to the Lady Elizabeth, now Duchess of Devonshire. A few months later the aimiable and

fortunate old Duke dies, much to the sorrow of his wife. The aged King's malady is growing worse and worse. Lord Byron has astonished the world with his "English Bards and Scotch Reviewers", is rather ashamed of his severity, and finally buys up all the third edition so that it may not give offence to the friends of Lord Carlisle. Lord Wellesley and Perceval cannot agree together in a ministry. "The Prince Regent quarrels with his old friends, and abuses his new ones". Spencer Perceval's assassination comes as a rude awakening in 1812. The same year Foster is transferred to Copenhagen, and meets with a cordial welcome from the Danish royal family. We have also a couple of letters from General Moreau, one of which is distinctly amusing. In 1813 we have a very different letter by the same distinguished soldier—his last brave note to his wife after the amputation of both his legs in the Battle of Dresden, and a generous and sympathetic letter to Madame Moreau from the Emperor Alexander, who asks her to write to him direct whenever he can be of any help to her.

In 1814 we have much interesting information about the occupation of Paris by the Allies, and the hatred of the French for their late Emperor. Blücher's reputation comes in for a bad knock incidentally. The Duke of Wellington has a magnificent reception from everybody. Napoleon has to fly for his life from the infuriated peasants of South France, to disguise himself as an Englishman, and cry "Vive Louis XVIII". None of his relatives will accompany him, not even his mother, who "was a most avaricious old jade, Gerard says, that was always putting by, as she thought things would not last." We hear a good deal also of Bernadotte and Masséna: of the latter's meeting with Wellington, of his stinginess, and his complaints of Napoleon's selfishness. Perhaps the best story is that of the reply of the Marshals when asked if people were to obey Napoleon's order of rising *en masse*: "Oh, non;" they replied, "cette farce est finie!" But the farce was not over, and its last act was yet to be played at Waterloo and St. Helena. We have an interesting description of Napoleon's life in Elba and of his methods of getting together an army on his return, but practically nothing about Waterloo.

From this on, the political interest in the letters practically dies out. The Duchess of Devonshire now resides in Rome, and is mainly taken up with excavation and sculpture. There is something about the separation of Lord and Lady Byron, and the cruel treatment she suffered at his hands. The death of Sheridan is described in a letter from the Countess of Liverpool. As Canova and Thorwaldsen were both friends of the Duchess, they occupy considerable space in this part of the volume, and interesting letters from them are included in the collection one from Thorwaldsen to Frederick Foster, brother of Augustus, being,

distinctly entertaining. Of Queen Caroline also there is a good story. A few rather constrained letters from Lord Byron to the Duchess of Devonshire, and a pleasant note from the Duke of Wellington practically conclude this portion of the book, which ends with a few sentences from letters written by the Duchess to her son Augustus in the years 1823 and 1824. In one of these she complains of "illness and influenza" being all over London, and in two others she alludes to Lord Byron's assistance of the Greeks.

The last twenty-five pages contains, among various letters, one from King Christian VIII. of Denmark, written in 1840 to Augustus Foster, in reply to congratulations on his accession to the throne, which includes an invitation to Copenhagen. But perhaps the most important letters in this part of the book are those from Lady Byron to Mr. Vere Foster, our Editor. These letters date from the later fifties, and show the writer of them spending the evening of her days in useful work for the improvement and education of the poor. One of the letters which will well repay perusal gives the outline of a scheme of mental, moral and physical education, based on De Fellenberg's system, and put into practice with Lady Byron's help in some schools in Leicestershire. In the management of reformatory schools Lady Byron took a great interest, and acted apparently with much sympathy, sagacity and generosity. The volume closes with a letter said to have been written by Bonaparte to Barras, on his return from Egypt, in which he requests his discharge on the ground of domestic troubles.

Some fifteen pages of a biographical appendix follow. This is of varying value, some of the notices, such as that on the Earl of Bristol, being distinctly useful, and others either unnecessary or irrelevant. We cannot but regret the absence of a genealogical tree of the Foster family, which would obviate confusions that would no doubt appear absurd to the Editor, but are natural enough to the reader. A few particulars as to each member of the family alluded to in the letters, if gathered together in one place, would be much better than in the form of isolated foot-notes, and would form a valuable addition to the book. There is a useful index at the end. The numerous illustrations delicately executed by the Swan Engraving Company from old prints and portraits, many of which are by well-known masters, such as Gainsborough, Romney, Reynolds, Lawrence, and Angelica Kaufmann, add materially to the pleasure and interest of the reader, and bear witness to the well-known artistic taste of the Editor. Altogether, the book is one to read with profit and delight, which should find a welcome place in every library, and which will, we trust, have a long and useful life before it.

CAMBRIDGE LETTER.

Easter Term 1898.

This term has been somewhat remarkable for the number of important proposals subjected to the general vote of the Senate, all of which have met with the treatment usually received from so conservative a body. Indeed, one Professor was heard to remark towards the end of term: "I am not specially interested in this, but I hope it will be passed, else it will soon be felt useless to suggest any innovations."

The first vote was taken on a proposal to remove Paley's Evidences from the "Little-Go", and to substitute for it a paper on Old Testament History. This last attempt to remove Paley emanated from the Theological Board, but was rejected by nearly 200 to 90 votes; a fair number of non-resident M.A's came up to defend the memories of youth sweetened by distance, and Paley owes another lease of life partly to such efforts, but chiefly to the difficulty of providing a suitable substitute. Cambridge sentiments, while opposed to the abolition of all religious study, cannot decide on any existing form or create one to suit its purpose.

The recognition of St. Edmund's House as a Public Hostel for candidates for the Roman Catholic Priesthood was refused by 461 to 212 votes. This is said to have been the third largest poll on any subject during recent years, the other two being taken on "Women's Degrees" last year, and "Little-Go Greek" a few years before. In each case the *status quo* was maintained. The late agitations in London against "Popish Ritual" had evidently accentuated the feeling against having anything to do with Roman Catholicism, and it is to be feared that a large number of the *non-placets* voted simply because it was the Roman Catholics that were applying for recognition, and not because they disapproved of "denominational" education, or thought that the business of a *University* was primarily scientific education unmodified by denominational and professional considerations. It was a curious and perhaps almost unique sight to see men of such widely differing opinions thrown together and rubbing shoulders as they pressed up on the *non-placet* side to give in their vote. "No Popery", Non-Religious Education, University Idealism for once joined hand in hand. It might well have racked the brains of old Cambridge men to guess on what motion Dr. Moule, Father Wood, Mr. McTaggart of Trinity, Profs. Ryle and Gwatkin and many science dons, would have passed into the same lobby. The combination has been nicknamed by a Fellow of St

John's as *Kensit, Gallio & Co.* As regards the future of these Roman Catholic students, it is uncertain whether they will continue to live together as Non-Collegiates in St. Edmund's House, as a lodging-house under the control of the Lodging-house Syndicate, or whether they will remove to Oxford and apply for recognition there. May I remind your readers once more that the whole agitation is concerned solely with candidates for the Priesthood. Other Roman Catholics are allowed to enter the ordinary Colleges, and there are some 20 or 30 who have availed themselves of this concession, which was granted by the Catholic Bishops three or four years ago. The University, of course, has been "forced to welcome" them since 1871, but till lately no devout parents were allowed to expose their sons to the atmosphere of University life.

The Extension Lecture Movement, inaugurated by Cambridge, and adopted by Oxford and London, has for some time caused the delivery of courses of weekly lectures on most subjects of general literary or scientific interest in numerous "centres" throughout the country. So much steady and intelligent thought and study has been thereby stimulated that it was proposed to hold examinations in certain of these centres and to grant to successful candidates the degree of Diploma in Arts.—Dipl. A. This proposal was rejected by 122 to 70. The *non-placets* urge the absence of real need of a sufficient number of serious or qualified students, and the confusion and misconception which might arise.

The Regius Professor of Hebrew, Dr. A. F. Kirkpatrick, has succeeded to the Mastership of Selwyn. Apparently there is no serious objection to one man being both a Professor and a Head of a House: several precedents were quoted when Prof. Ryle accepted the Presidency of Queen's.

Another familiar figure has been removed from Cambridge by the death of Dr. Frost, of St. John's and King's Colleges, on June 5th. Many are the testimonies given of the energy, cheeriness and versatility he displayed to the last. To those who associate the idea of a mathematical don in his eighties with all that is dry, abstruse and fogueyish, it will be a pleasant surprise to read of a painter and musician, an adept at billiards, whist, and chess, and above all, one who was "always bright and attractive in the happy joyousness of a warm heart and the simplicity of a child."

Cambridge has not been behindhand in her tribute to Mr. Gladtone. A special meeting was held in the Union to pass a vote of condolence to Mrs. Gladstone, and to give expression to the sense of the

loss incurred by the country. On the Saturday of the funeral a memorial service was held in Great St. Mary's, attended by the Mayor and Corporation. The Master of Trinity gave the address: great things are always expected of him, but he has seldom displayed such taste and fervour, as on this occasion, in reviewing this great life in the presence of a Conservative Corporation. His motto was *After the fire a still small voice.* " After the earthquake and fire of all the struggles of public life and party politics,—behind and within—the vehement orator, the daring politician, the masterful and audacious party chief, the denouncer of tyranny and wrong," we hear the still small voice—"you may call it the voice of history, or the voice of gratitude or the voice of generosity, or, as I have dared to say, the Voice of God, " showing us at last the man—the very man himself, " the hero of a hundred Christian fights." " We are here to-day not as critics or as judges but as patriots and as Christians. We are here to bless God with one accord for the gift of a great human life, a life for which the world is better and now at last admits that it is thankful."

Among the recently elected Fellows of the Royal Society are the following Cambridge men:—H. F. Balser, St. John's; E. W. Brown Christ's; S. F. Harmer, King's; Hon. C. A. Parsons, St. John's; E. W. Reed, Cavendish; A. Scott, Trinity; A. C. Seward, St. John's; H. M. Taylor, Trinity.

A great number of honorary degrees were conferred at the beginning of June on noted Continental scientists, including Dr. Dohrn, familiar to Cambridge men as Director of the Zoological Station at Naples. June 15th, however, was the chief day for honorary degrees. On the corresponding occasion last year they were conferred on the Colonial Premiers. The present recipients were the Italian Ambassador, General Ferrero; Sir Nathaniel Lindley, Justice of Appeal and Botanist; the Rt. Hon. H. L. Courtney, M. P. for Liskeard,—the Cato of the British Senate, as Dr. Sandys styled him; Professor Dicey, author of *The Law of the Constitution* familiar to students of Law and History; the Rt. Hon. James Bryce, late Regius Professsor of Civil Law at Oxford; Sir Henry Irving; Sir E. J. Poynter, P. R. A.; Dr. Caird, Master of Balliol and late Professor of Moral of Philosophy at Glasgow; Mr. T. C. Penrose, F.R.S., late President of the Royal Institute of British Architects, at one time the " consulting physician " of both the Parthenon and St. Paul's; Dr. S. R. Gardiner, of historical fame, and Mr. Charles Booth, the sociologist. On the same morning Sir Henry Irving delivered the annual Reid Lecture on " The Place of the Theatre in the Economy of the State."

Towards the close of this academic year the first *Advanced Students* have been taking their degrees. Graduates of other Universities

all over the world, provided that their degree is one of some real value, may come up to Cambridge, submit to a special Board the subject which they intend to study, or declare their intention of reading for the second part of some Tripos. If their subject is approved, they become members of some College and rank as Bachelors, dining at the Bachelors' table, sitting with the Bachelors in Chapel, only without, of course, a hood, and wearing a Bachelor's gown *without the strings*. At the end, generally, of two years, they send in dissertations displaying some original research on their special subject, or take the Tripos Examination, and if they pass this test sucessfully, are admitted to the full B. A. degree, and after the usual time to the M. A. and full membership of the Senate. The following are specimens of the essays sent in .—

"The Historia Lausicaa of Palladius;" "The Book of Cerne;" "On the Openings of the Wall of the Body Cavity of Vertebrates;" "The Determination of the Conductivity of Liquids in Thin Layers." One student this year "attained the required standard in the Examination for Part II of the Moral Science Tripos".

The names of the following Oriental students appear in the *final* Class Lists this year :—

Mathematical Tripos.

Sodah, Class II, } St. John's.
Ghosh, Class III, }

Law Tripos.

Vaz, Class II, in both parts, King's.
Pandit, Class III, } Non-Coll.
Baptista, Class III, }
Nadin, Class III.

History Tripos.

Sen, Class III, King's.
Basu, Class III, Peterhouse.

History Special.

Yoshida, Class II, Selwyn.

The Matriculation list of the academical year 1897-98 shows an entry of 931. This, though still below the average of the last ten years (943), is eminently satisfactory, for last year the books contained only 887, the lowest entry since 1881.

The new President and Secretary of the Boat Club are Messrs. Etherington Smith and Goldie. For some time it has been felt that the rule forbidding men who have rowed in the May races to take part in the ensuing Lent races has tended to spoil the mature

development of young and brilliant oarsmen, who, after winning their colours in their first year, get no more rowing till the following May, and consequently are not so good as they might be for the 'Varsity Trials in their third year. To allow second division men of the May races to row in the following Lent term would be a dangerous remedy: for in the small colleges, a certain set would fill the boat year after year, and keep out promising Freshmen. Accordingly the following motion was unanimously passed on May 16th:—"In the Lent races no one be allowed to row or steer who rowed or steered respectively in the previous Mays, but those who have rowed or steered in the May races in their *Freshmen's* year are eligible to row in the following Lents." A good school oar will now get full consecutive rowing throughout his first two years, and thus it is hoped that better material will be forthcoming wherewith to meet Oxford in ensuing years. At the same time the opportunities of Freshmen are not to be diminished. For the future in the Lent races there will be an additional and third division of fifteen boats, and to provide this next year each college may "put on" one extra boat in the order of starting of their first May boats. The last boats, if necessary, to row time races for a place in the division.

A proposal to forbid fifth year men rowing in the May races was rejected as likely to damage rowing in the smaller colleges.

The distance between the boats has been reduced from 175 ft. to its former measure of 150. Some twenty or thirty years ago, it was thought that the shorter distance encouraged "rushing and bucketing," indeed at that time the "gallery" of visitors used to be at "Grassy Corner, because so many boats were "run down" there, and on the lengthening of the distance, moved further on to Ditton. The prevalent opinion, however, of the present boating authorities seems to be that a fast "bucketing stroke" does not really make a boat travel faster, and that the change will add smartness and interest to college rowing, which is so sorely needed.

The new regulation came into force for the May races of this year, and no bumps seemed to have been made by "rushing" at the start. All the defeated boats were fairly rowed down. This was especially the case on the third night when once more Trinity I. was rowing after Trinity Hall, which has kept head of the river for seven years. A splendid race took place. The boats overlapped at the Railway Bridge and the bump was finally effected 200 yards from the *Pike and Eel*. It is interesting to remember that J. B. Close, the indefatigable coach of the First Trinity boats for the last six or seven years, rowed himself head of the river in 1874, the last year that the Trinity boat held that post of honour.

The following is the present order of the first division, as the result of this year's racing. First Trinity I: Trinity Hall I: Third Trinity Emmanuel I: L. M. B. C. I: Trinity Hall II: Caius I: Pembroke I: Jesus I: Emmanuel II: King's: First Trinity II: Christ's: L. M. B. C. II. Caius II. Cars were won by Trinity I, Emmanuel II, Christ's (making 5 bumps!), and Peterhouse.

The bowlers had it all their own way during the early part of the cricket season all over England, and the matches at Cambridge proved no exception to this, and though in some of the earlier matches our batsmen proved the weaker, with the surer wickets some heavy scores have lately been realised. Throughout C. J. Burnup could always be depended on for a fair score, and G. L. Jessop generally had a brisk and entertaining though short life, while one of the new comers, G. E. Winter, has made some remarkably good innings, though he is chiefly remarkable as a lob-bowler who has met with considerable success. Indeed the great feature and main strength of the team this year lies in what is usually the great weakness of a University team—the bowling. At least seven members of the team can be relied upon to keep in a tolerable length of time and take some wickets, while one or two are usually perplexing and deadly. The following will probably play against Oxford on June 30, July 1 and 2:—C. J. Burnup, A. T. Coode, H. H. Marriott, J. L. Taylor, G. L. Jessop, J. H. Stogdon, G. E. Winter, C. E. M. Wilson, H. W. de Zoete, A. E. Hind, and H. H. B. Hawkins. Mr. Taylor keeps wicket—the following seven are the bowlers. In the County matches the Varsity was defeated by Surrey by 102 runs, but won the Trials with Hampshire and Sussex by 5 wickets, and an innings and 26 runs, respectively. Sussex cannot replace her absent champion Prince Ranjitsinghi; once he telegraphed to say that he was with his county "in spirit," but, as the *Daily Chronicle* remarks, "it is his bat which is more urgently needed."

The Oxford team early in the season betrayed the want of a fast bowler, and throughout its attack does not seem very formidable, though Cunliffe still keeps his form, and brings with his captaincy the experience of three years first-class cricket: B. T. Bosanquet has been given his Blue, and his bowling against Surrey was very fine. The match record, as compared with that of Cambridge, is somewhat discouraging—but may be misleading owing to differences of weather and wicket, but the team has suffered defeat from Essex, Somerset and Surrey, respectively, by 7 wickets, 100 runs and an innings and 3 runs, and the match with Sussex is going all against them: but this makes no difference to the prospect and interest of the inter-University match on the 30th of June. The following will represent Oxford—T. L. Fane, R. D. Bamon, H.

E. Cunliffe, A. Eccles, R. E. Foster, G. E. Bromley Martin, E. C. Lee, E. C. Wright, B. J. T. Bosanquet, F. W. Stocks, and T. Symes Thompson.

The summer's racing was not attended with quite as much excitement as at Cambridge, nor was the weather any more propitious. There was good racing every night for the Headship of the River, but New College, though hardly pressed, kept its place, and Magdalen, despite the splend-did stroking of Gold, was unable to get within more than a few feet. Balliol rose from the fifth to the third place, after hard struggles both with University and Trinity, especially with tho latter. The other chief performances came from Merton which went up *seven* places from 16th to 9th, and Worcester which achieved five bumps. Both colleges will probably join the usual Oxford contingent at Henley. This year's President is H. G. Gold of Magdalen, with A. T. Herbert of Balliol as his lieutenant." The Pairs were won by Thorpe and Pitman of New College : and the Sculls by C. D. Burnell of Magdalen by a quarter of length, after an exciting race with Tinné of University.

The usual political subjects for debate were before both Union Societies this term. Oxford displaying the keener spirit of discontent and criticism: the vote of confidence in the Eastern Policy of the Government was passed by 73 to 62, while at Cambridge a thin house expressed their approval by 49 to 27. Well maintained and lively debates were also held on the American and Spanish dispute. "The present writers of fiction have no reason to be dissatisfied with their lot," was another motion finally agreed to by 12 votes. On Ascension Thursday news of Mr. Gladstone's death arrived shortly before the debate commenced, with its subject of the usual flippant Eights Week nature.—After a few appropriate words from the President, Mr. Garbett of Keble, and two ex-Presidents, before a crowded house, the motion for the immediate adjournment was put, and every member rose to his feet; assent was given by a silence the very impressiveness of which made the whole scene a truly real one to all present.

The Political Clubs at the two Universities held their usual dinners this term. The Eighty Club at Cambridge welcomed Sir. W. Harcourt; at the Palmerston at Oxford, on June 4th, Sir Edward Grey, Hon. W. P. Reeves and Mr. E. J. Griffith, M.P., were the guests of the evening, and on the following Saturday the Canning and Chatham listened to the Lord Chancellor, Sir. Michael Hicks-Beach and Lord George Hamilton.

The Inter-University Athletic Sports, postponed from the end of the Lent Term, take place on Wednesday June 29. Some notice of these, and the cricket Trial, and the Henley competitions may be expected in the next letter

THE UNIVERSITY OF WALES AND ITS EDUCATIONAL THEORY.*

(*Continued from p.* 391.)

The prescribed, or approved, schemes of study for our candidates being laid down, what evidence have we of the manner in which they have been carried out? Have we any means of testing what the examination test cannot reach? There is, of course, no machinery that will serve this turn. It is a case in which we have to rely, not on machinery, but on men. Our guarantee is the character of the men by whom the educative process is carried out and the nature of the conditions under which they work. The apparatus of University teaching it was not left for the University to create. It had already been called into existence. The University College whose hospitality we are enjoying had been at work since 1872; the University College of North Wales, which has its seat at Bangor, began to teach in 1884; and the University College of South Wales and Monmouthshire had opened its doors at Cardiff in the preceding year. These colleges are independent bodies, over which the University has no direct control; but they are, like the University itself, public corporations, established by public Acts for public purposes, their government for the most part representatively constituted and directly responsible to public authority. The constitution of these colleges, the professorial basis of their teaching, the distinguished bodies of teachers they had attracted, and the character of the education they had given, even while fettered by the requirements of the University of London, indicated them as bodies upon which academic responsibilities might safely be placed: and, indeed, it was upon their petition, and in view of the nature of the work they had already done, that the University itself was called into being.

Now I think I have said enough to explain the particular text of the clause of our Charter by which the power of admission to initial degrees in secular faculties is conveyed. The somewhat involved wording of this clause is not, as might be conceived on first reading it, an effort of legal subtlety; every phrase in it was carefully considered, and

---

* The Presidential Address read at the Tenth General Conference of the Teachers' Guild by Dr. Isambard Owen, Senior Deputy Chancellor of the University of Wales. Reprinted from *The Journal of Education*.

has its educational significance. It is the first section of Article XIV., and runs as follows:—

The Court may, in accordance with its Statutes for the time being in force, admit to the initial degree of the University (which shall be that of Bachelor or Master, as the Court shall by Statute hereinafter determine) in any one of the following Faculties—namely, Arts or Letters, Science, Technical or Applied Science, Law, Music, and such other Faculties as may from time to time be established with the sanction of the Visitor—any person who, after having pursued in one of the Constituent Colleges during such period as may be determined by Statute of the University a scheme of study approved for the College and for the degree in question by the Court in the manner hereinafter provided, shall be presented by the said College as having diligently pursued and duly profited by the said scheme of study, and as being of good character and conduct, and who after such examination or examinations as may be prescribed by the Court in accordance with our Charter, and with the Statutes of the University, shall be reported to the Court by the examiners as a proper person to be admitted to the degree in question.

The initial degree of our University, therefore, implies a double guarantee. For the adequacy of the scheme of education pursued the University is responsible; for the graduates' knowledge of the subject of it, as far as examination may test them, it is again responsible; but for the manner in which the prescribed course has been carried out, for the quality of the educative process which has vivified the dry bones of the subject employed, the reputation of the college and its teachers are the pledged. Direct responsibility, as regards the significance of our degrees, is thus placed upon the colleges as well as on the University, and they are given a large share of authority to execute it. No student of the University can claim the right of examination by the University until his college is itself satisfied with the progress he has made and formally presents him for the examination—a provision thus adopted and systematised from the practice of many of the London medical schools, where it has been found to be productive of the most salutary results.

Terms are so often misleading that it may be of use to remark in passing that a college in our system has no more analogy to a "college" as understood in the system of Oxford or Cambridge than it has to the College of Physicians or the College of Heralds. An Oxford or Cambridge college is primarily a domestic, or at most a disciplinary, institution, a body of members of the University having a common dwelling-house within its precincts, living under certain rules and enjoying certain corporate funds. Its teaching functions are secondary, not in every case matter of original obligation, and a College lecturer, in the theory of

the University, teaches with little more authority from it, or responsibility towards it, than any other resident graduate. It is not a constituent of the University, and has not, in its corporate capacity, any part in the government of the University; its powers are those of its individual Fellows.

Our colleges are specifically educational corporations, and nothing else, and as such are essential members of the University. The Universities of Oxford and Cambridge existed before their colleges were founded, and would continue were every college in them to be straightway suppressed. Our University could no more exist apart from its colleges than a man's head could live apart from his body. The colleges are the University in its teaching capacity, and their teachers are the University's teachers, though teaching in three centres instead of one. University and colleges virtually, though not formally, are parts of a single institution; and, translating constitutional fact into the language of ceremonial, the chief officers of the colleges are regarded by us as University dignitaries, entitled to University precedence and insignia of University rank.

At this point of their system the promoters of the Charter were met by a delicate question, to which I may devote a few words. While the soundness of their views on education was generally accepted in Wales, there were some whose natural anxiety lest any deserving student should be excluded from the University led them to urge that the obligation of collegiate study should not be made absolute, but that powers should be taken to confer degrees on a purely examination qualification as well. No appeal on behalf of the poor student could meet with indifference from a Welsh educational body; but, even apart from the merits of the question, in our particular case the proposition was impracticable, for it was quite certain that a provision establishing another "open" degree in Great Britain would have met with strenuous opposition from quarters outside Wales. I am not one of those who regard a pure examination degree, such as given by the University of London, as an evil. The kind of education which it evokes, though, not according to the views I share, the best kind, is still an education of value; and, disastrous as the monopoly of London by the titular University of London has been to the development of teaching institutions in the capital, that University has undeniably done a work of vast benefit to the country at large. But that the two systems could ever be successfully combined in one University has always seemed to me an impossibility, and I think there was no member of the Charter Committee who did not share this view. A University degree, to fill its

full measure of educational utility, must be used as an encouragement to students to seek the best education within their reach. How it can do so if it offers equal recognition to those who seek the best and those who are content with what is not the best is not easy to see. A primary object of a University such as ours is surely to encourage and develop the art of teaching. How can it do this if it places the same mark of honour on the well-and ill-taught alike? And a University which attempted to combine the London system with one such as ours must needs face a serious dilemma. Are the examinations for the same degree to be of the same standard for the two classes of candidates, or is the standard to differ? If the former, the "internal" graduates will, with reason, claim to form a superior class, as having not only passed the examinations, but followed the educational courses as well. If an attempt is made to balance matters by adding to the external students' examinations, they will, in turn, and with equal reason, make a similiar claim, as having passed the severer set of University tests, and the internal students will be tempted to drift away from collegiate teaching to follow tutorial classes for the external examinations. The qualification for an examination degree and that for an educational degree seem to me, in short, incommensurable quantities whose standards cannot possibly be equalized.

I am, of course, aware that the University of Dublin confers a small number of degrees on an examination qualification alone; but the question I am discussing is not whether an exceptional and little-known facility may be safely granted by an ancient University of established fame, which is at liberty to put an end to its experiment if it finds any inconvenience from it, but whether the two procedures can successfully be combined in a University as essential and obligatory portions of its chartered system. The new London University scheme I need hardly, I suppose, notice as an element in the argument. The scheme is admittedly a *piss-aller*—a compromise between hopelessly irreconcilable interests; and no one, as far as I know, professes to consider it intrinsically a good one.

The University, I have said, prescribes the schemes of study and holds the examinations. In what kind of authority is the responsibility of setting and maintaining the standards of the University actually lodged? A question obviously of the first importance, and one which the Charter Committee most anxiously debated. The conclusion that gradually emerged from its deliberations was that the best safeguard for the standard of our qualifications lay in a responsible public authority acting under the constant guidance of expert advice. Education is a matter of

public business in Wales to an extent that may seem strange in England and in a manner that would probably seem equally strange in France or Germany. We have few of the ancient endowments that have placed English education so largely in the hands of private corporations. The requirements of national individuality and the subsidy of national education among us from local taxation have demanded local educational control; in the absence of separate Departmental administration for Wales education has in our country largely and frankly become a branch of local self-government; and few public men in Wales are without experience of educatioanl administration. The constitution of our University Court, in which the entire legislative and executive power of the Corporation is lodged, though it may seem somewhat singular in English eyes, to us in Wales appears a simple and natural arrangement. Of this body of a hundred and one members the three constituent colleges, themselves, as I have already said, public iustitutions, appoint twelve members each. Twenty-six are named by the County Councils, thirteen by the Crown, and thirteen by the graduates; while the connexion of Uuiversity education with the earlier grades is maintained by the nomination of six members by the Central Board of Intermediate Education, of three by the headmasters and headmistresses of public intermediate schools, and three by the head teachers of public elementary schools in Wales. The total of a hundred and one is completed by the Chancellor, who is elected by the Court, and holds office for life.

Next, as to the expert advice. In the section of Article XIV. which I read just now we heard of schemes of study "approved for the college and for the degree in question in the manner hereinafter provided." On this formal phrase "in the manner hereinafter provided" hang some of the most important provisions of our Charter. If teachers in the sense in which we are here regarding teachers are to teach to profit, it is clear that they must have a large share in settling the lines on which their teaching is to run. One course of instruction may perhaps not be abstractedly better than any other course; but, if it is one in which the teacher himself has confidence, which follows the direction in which his own thoughts move, which brings into prominence the aspects of his subject which most command his own interest, which lays stress on such illustrations as to him seem most apposite, it is obvious that his teaching will be more living and effectual than if he is compelled to teach on lines that are repugnant to his mental attitude or less accurately represent his habits of thought. Men's minds inevitable differ, and teachers cannot all be cast in the same mould. Our object was to obtain the greatest possible educative effect from every individual teacher; to

reduce, so to speak, friction to a minimum and enable each part of the educative machinery to work to the best possible advantage at the greatest economy of force.

The academic bodies of the three colleges are represented, as well as their lay governors, in the constitution of our University Court: but, in addition, all such of their members as are heads of their respective departments of teaching in the several colleges—that is, all who are engaged on an independent footing and not under the direction of other teachers—are, by right of their college offices and without any further election, members of the University Senate, the "second estate" of our academic realm, and by Charter the principal advising body of the University in matters relating to University studies and examination. The Senate is an advisory body, without direct legislative or executive functions; but its advisory authority is ample and amply secured. In Article XVIII. of the Charter it is provided (I quote only the gist of the section) that no statute, by-law, or regulation concerning schemes of University studies or examination shall be enacted, or, if already enacted, shall be revoked or amended, unless such enactment or revocation or amendment have either been recommended by the Senate or submitted to the Senate for consideration, and reasonable time allowed to the Senate for considering and reporting upon it. No step, therefore can be taken by the Court in academic business without immediate expert advice. Though the resolutions of the Senate are formally but recommendations, it is hardly necessary to point out what real power belongs to recommendations of so authoritative a character, or how large an influence they must needs exercise over the decisions of the authority ultimately responsible. In speaking of the Senate, I am not, of course, speaking of an unorganized body, deliberating and voting *en masse*. The Senate has its own organization of Committees of Faculty and Departmental Committees, among which its members are distributed, and before which questions submitted to the Senate in the first instance come.

To return to our main argument: to obtain the maximum of educative result under our system it was not, as we viewed the matter, enough to give to the teachers as a body, or to the teachers in any one subject as a body, a share in determining the courses to be approved by the University. We wished to go much further; we wished to give the individual teacher as large a share in shaping his own courses as was compatible with the maintenance of uniformity of standard for degrees. We saw no reason why in any given subject the same course should necessarily be imposed on every college or every teacher, as long as the severity, of the courses was kept in equivalence, We desired, on the contrary, to

secure for our teachers as large a measure as possible of that personal *Lehrfreiheit* which is regarded as so essential a feature of the Universities of Germany.

We have, therefore, in our system no University curricula or syllabuses of examination as such things are understood in London or, let us say, Cambridge. Our schemes of study and examination and the courses of which they way be composed are approved, as the language of Article XVI. has already indicated, specifically "for the college and for the degree in question and by the second section of Article XVIII. each college is formally accorded the right of initiative in proposing such schemes for the University's approval. But for the preservation of uniformity of standard it is provided in the same Article that every scheme so proposed by a college must undergo the scrutiny of the Senate before being presented to the University Court, and unless the Senate is satisfied, the scheme cannot go forward to the Court, or at least can only do so by a formal process of appeal on behalf of the college concerned. The uniformity of our standards, we considered, would be best secured by this provision—the expedient, in a word, of requiring each two of the colleges to satisfy themselves of the equality with their own of the courses proposed by the third.

What is less superficially apparent is the security this system in practice offers for the maintenance of the University's standards as a whole. It constitutes, in effect, a short of rack arrangement, in which an upward movement is far more easy than one in the opposite direction. There are, it will be seen, four parties to the University's standards—the three colleges for their academic representatives and the University Court. The impulse of any one may tend to push the standards higher; without the joint action of three at least they cannot well be lowered. Though the liberty of divergent curricula in the same subject is an essential feature of our system, it must not be supposed that in practice it is universally adopted. In actual fact, the courses approved for the three colleges are to a great extent identical, and, indeed, the need for divergence varies widely in different subjects. In mathematics, for example, there is, perhaps, little occasion for divergence, though even here our present courses are not absolutely the same. In Latin and in Greek there are traditional ways of teaching and traditional lines to be followed; but among teachers of Latin and Greek one may have a particular bent towards the philological aspects of the languages, one may set more store by verse composition than another, one may desire particularly to dwell on the archæological, and another on the humanistic or philosophical, side of their literatures. It is not in our view incumbent on the University

to decide between the relative merits of each of these possible views of classical teaching, or to insist on a compromise being arrived at between them. All in our theory may be equally good as long as the teacher can use them to arouse and rightly direct his pupils' thoughts. In history the need for divergence will, I think, be found essential. I need not press the argument that one professor may be particularly a mediævalist, another a classicist, and a third a special authority on some other period. Specialization in periods, it may be said, is not appropriate to a Bachelor's course: but, though the period taught may be the same, an historian will almost inevitably be found to have his own individual point of view in the treatment of it—the point of view, let us say, of a constitutionalist, of a legist, of a populist, or of a statist; all alike educationally valuable, provided the subject be treated with real interest and freshness of thought. If one zoologist, again, has found that he can best inculcate the elements of zoological principles and methods by directing his pupils' attention particularly to the anatomy of the crayfish, while another, for the same purpose, prefers the domestic cat, and another, again, desires a wide field of illustration, what object is gained by forcing all to adopt the same examples as their text? The principles and methods are the main object: the particular framework on which they may be stretched for exhibition is matter mainly for individual choice. To bind all teachers in a subject to teach on a uniform scheme is to run the risk of an unsatisfactory and useless compromise, or of a curriculum overloaded with matter in a vain attempt to meet every one's wishes at once.

So far we have considered the requirements of University study. I will now speak, as I undertook, of the conditions of examination prescribed by our Charter. In framing the Charter we were, on the one hand, solicitous to secure that the examinations held for degrees should be correlated to the courses of study that the candidates had pursued, and thus far, were in sympathy with the principle so dear to the Scotch Universities of examination by the teachers themselves. On the other hand, it was obvious that, if the degrees of a new University were to command the acceptance we wished for them, there must be no room for doubt in the mind of the public as to the strictness of the standard or the absolute impartiality of the examinations; and it was perfectly obvious that the greatest security we could offer in this regard would be in the conduct of the examinations by a wholly independent authority. But the two principles, on consideration, did not appear to us to be by any means incompatible; for it seemed possible to meet all that is essential in the former by associating the teachers in the conduct of the examinations, while, at the same time, satisfying the latter by

reserving the ultimate authority in determining results to impartial examiners appointed from outside.

Article V. of the Charter, therefore, lays the University under the following obligations :—

The Court shall appoint at least one person who shall not be a member of the teaching staff of any constituent college as examiner for each subject in which it holds examinations as a qualification for degrees. Examiners so appointed by the Court shall be called external examiners.

Every examination conducted by the Court as a qualification for a degree shall be conducted by the external examiners of the University for the subjects concerned jointly with examiners (herein called internal examiners) appointed by the constituent colleges in such numbers as may be prescribed by statute, and no examiner's report shall be received by the Court unless the external examiners have concurred in the said report.

Under this article, as reduced to practice, each college appoints one internal examiner in each subject in which it presents candidates for examination, and an external examiner (one only at present) is appointed by the Court or by a Committee of the Court empowered in that behalf. The Vice-Chancellor, the external examiner, and the internal examiners constitute the examining Board of the University in that subject. The Board meets twice : once before the examination to set the paper, and once afterwards to determine the lists. The external examiner looks over all the papers, each internal examiner those from his own college in the first place, and subsequently, half of the rest. The final results are the outcome of consultation between the members of the Examining Board; but, under the provision of the Charter I have just quoted, an absolute authority rests with the external examiner, and he may nullify, any resolution of the Board by refusing his assent to it. On him, therefore, the full responsibility as regards the University rests. Such a system obviously, needs external examiners of exceptional qualifications and authority, and, thanks to the action of H.M. Treasury, in this respect, such men we have been able to secure. A glance at the list of our external examiners will show that it is a list of men for whose awards we may unhesitatingly claim the confidence of the academic world.

Such, in general terms, is the theory of undergraduate education which was in the minds of the promoters of the University Charter, and such were the main provisions by which they aimed at carrying it into effect. The provisions I have quoted apply to all our Faculties alike, with one exception. Our Faculty of Theology, properly speaking, is one into which the question of undergraduate education does not enter, for its curriculum is open only to students who are already possessed of

University degrees. But there were other reasons which rendered it necessary for the Faculty of Theology to be established on a footing different from that upon which the other Faculties are placed, for it is the only one for which the constituent colleges can bear no share of the responsibility. They are debarred by their Charters from undertaking theological education; the principal subjects of the Faculty are not included among their Chairs, and are, in consequence, unrepresented in the University Senate, from whose cognizance the schemes of study and examination qualifying for degrees in Theology are, therefore, excepted, the entire responsibility for the conduct of this Faculty being vested in the University Court.

The Court has by statute created an advisory body in theological study under the name of the Theological Board, and the conditions under which regulations in respect of theological study are enacted, and qualifications for degrees in Theology determined, are as far as possible approximated to those obtaining in the Faculties of secular education. It is probable that the constitution of the Faculty of Theology will undergo further development in a not far distant future, when the general organization of theological education in Wales has settled into more permanent form. I need hardly add that in Theology, as in other matters, the University holds inquisition into knowledge and skill alone, and that its courses of study and examination imply no question of persuasion or belief. The Churches of England and Scotland, the principal Nonconformist bodies, and scholarship pure and simple, are alike represented in the list of the Theological Board and among the examiners in the Faculty.

And now I must return upon my track, pick up the broken end of the first part of my subject, and speak further of the means by which our Charter aims at promoting the advancement of knowledge and the cultivation of learning among the members of the University. I have already attempted a forecast of the way in which this may be expected to work out in the colleges and among the college teachers and University stipendiaries; but we had something more than this in view, an aim in which we wished every graduate to have a share. We wished to make the University an intellectual bond of union among all her children, an encouragement to the cultivation of learning among them even when they have passed from the discipline of her colleges, and a means, of enabling them the better to compass it. We wished to make the feeling of corporate fellowship among members of our body stronger and more real than is the case in most modern Universities, and to evoke something of that corporate sense which is not among the least valuable results of Oxford or Cambridge life. A "Convocation" or General

Assembly of Graduates is indeed a part of most modern University schemes, realized or unrealized; but the name of "Guild" which we gave to the "third estate" of our University was intended to signify that we looked forward to far more than a series of formal meetings for the purpose of electing representatives or passing resolutions on matters of University policy. Article XIII. of the Charter, which prescribes the proceedings and powers of the Guild of Graduates, is unfortunately but a *frustum*, for some of its most significant provisions were in form, though, I hope, not in substance, elided from the Charter in its passage through the Committee of Council, in the fear, as was understood, that they might prove an obstacle to it in a later stage. The Guild, like the University Court, is required to visit each of the colleges of the University in annual rotation—so much of our plan still remains; but the framers of the Charter held that the most effectual means of ensuring participation and living interest in the affairs of the Guild on the part of its members was to make it an authority capable of administering independent funds and undertaking definite independent work. In the draft it was therefore specifically provided that the Guild should be empowered to appoint trustees to hold funds for its benefit apart from the general funds of the University, and to devote them to the encouragement of learning or of original research. As the Charter now stands, no indication of our intentions in this direction remains, and the one specific duty proposed for the Guild is not that of *administering*, but of *collecting*, funds for the foundation of scholarships and prizes. This particular provision, I may take the opportunity of stating, is one for which the University Conference was not responsible.

"The words have fled, the melody remains" (Sir Lewis Morrit will forgive my transposing his verse), and the Guild, nothwithstanding these formal deletions, has already, under the energetic guidance of its Warden and Honorary Secretary, done much to realize the original intentions of the Charter Committee. Not only have the proceedings of its meetings held at the seats of the constituent colleges been full of interest and value; it has also entered upon a serious literary task—the re-editing and republication of the works of some of our ancient Welsh authors. The Warden himself has found time amongst his official labours to lead the way, and his edition of Morgan Llwyd o Wynedd will speedily see the light. From my present audience I may, without hesitation, ask both sympathy and interest for the work and the future of an institution that bears the name and embodies the idea of a Guild.

Finally, I must apologize to one portion of my audience for having left until the last a very important feature of our theory. In the first article of the Charter we read:

Women shall be eligible, equally with men for admittance to any degree which the University is by this our Charter authorized to confer. Every office hereby created in the University and the membership of every authority hereby constituted shall be open to women equally with men."

On this question the promoters of the University felt no hesitation, and dreamed of no half-measures. The clause I have just read, in almost identical words, is to be found in the original draft of our University scheme, and of all the many clauses of that and of succeeding drafts it is, as far as my recollection serves, the only one that was never challenged or made the subject of any amendment.

MADRAS TEACHERS' GUILD REGISTRY.

The attention of Managers of Schools and Colleges, and of Teachers seeking employment is drawn to the following rules for the Registry of Teachers :—

(1) Every candidate who wishes to secure employment as a teacher shall send in his application in the prescribed form* to the Registrar of the Teachers' Guild.

(2) The application shall be accompanied with a registration fee of Re. 1 in the case of members of the Guild, and of Rs. 3 in the case of non-members.

(3) Every application shall further be accompanied with three testimonials :—one of character, one of general educational qualification, and one of professional qualification. The first testimonial must be from some responsible person and must be countersigned by two members of the Guild.

(4) The Secretaries shall be empowered to take such action as they may consider desirable with a view to securing suitable employment for those from whom applications have been received.

TEACHERS WANTED.

(1) A Mathematical Graduate, qualified technically, for a Mofussil High School.

---

* To be obtained from Mr. S. Satthianadhan, Registrar, Teachers' Guild, Royapettah, Madras.

(2) A Mathematical Graduate, qualified (Christian), for a Mofussil Second-grade College.

(3) Two trained Christian Matriculates for a Mission School.

PLACES WANTED FOR

(1) An untrained Physics M.A., able to teach Mathematics up to F.A. Standard.

(2) A B.A., L.T. (Physical Science, Sanskrit).

(3) An untrained Eurasian Graduate, History, Latin (speaks Urdu).

(4) A B.A., L.T. (Sanskrit and History).

(5) A qualified B.A. (Mathematics and Tamil).

(6) An experienced Certificated Graduate (Philosophy) wants work as Professor in College.

(7) A Trained F.A.

(8) A first-class Normally Certificated Matriculate.

S. SATTHIANADHAN,
Registrar, Teachers' Guild,
Royapettah, Madras.

REVIEWS OF BOOKS.

A Public Reciter. By Bertha M. Skeat, Ph.D. (Zürich). (*Longmans*).

This book is intended for the use of Forms III. and IV. of a Public School, and the poems are selected with the view of cultivating a taste for Literature. The reason of the selection of these particular forms is that the higher forms are occupied in "getting up Set Books" for examination, and from them it is hopeless to expect any attention to beauty in Literature except in so far as it bears immediately on the examination they are preparing for. Miss Skeat's Reciter has the merit of being decidedly original; both in respect to the poems selected —few of which are met with in the ordinary school reciters—and with regard to the treatment of the poems for class purposes. It is a question whether some of the poems are not rather too advanced in thought for girls in Forms III. and IV., and one of the earlier ones should, we think, be omitted owing to the amount of dialect it contains.

In the introduction rules for teaching Recitation are given, and of these we have only to remark that it would be well for the teacher to read the poem through to the class, or, better still, to recite it, before proceeding to teach it line by line. The idea of making the best reciters in the form take individual characters, while the connecting narrative is recited by the class in chorus, is an excellent one, for in this way not only is the interest of the girls strengthened but the dramatic force of the poems is brought vividly before them. Each poem is headed by remarks on the subject, scene and characters, and these serve to remind the teacher that the class should not be immediately plunged into a poem, after the manner of many so-called teachers of Recitation. The general get-up of the book is good, but the single illustration might well be omitted, the structure of the figure being calculated to cause more puzzle than enjoyment. The diagrams illustrating various gestures are also not satisfactory. Such things are useless if they are wanting in clearness, and possibly an exact representation of a hand and arm would be more useful. The asterisks, which mark the places where appropriate gestures may be introduced, are valueless, as it is not clear whether they are placed before or after the word which should be accompanied by a gesture, and the kind of gesture to be employed is often not apparent. The following is only one instance among many :—

" And now have reached her *chamber door,
And now doth Geraldine press down
The rushes* of the chamber floor."

But apart from these points Miss Skeat is to be congratulated on having made a step—and a very decided step—in the right direction both in the selection and treatment of the poems in her book.

A First Sketch of English History. Part III. 1689-1895, by E. J. Mathew. (*Longmans*).

This is an excellent book in its way if Professor Gardiner's *Student's History of England* had not been written before it. We do not see the need of the book at all. It is very much on the same lines as Gardiner's work, but it lacks the clearness, the comprehensiveness and the impartiality of that historian. It is more a series of essays upon leading topics than a continuous history, and this leads to a good deal of overlapping, and for this reason it would hardly serve as a 'First Sketch' to put in the hands of a beginner. The constitutional chapter on the position of the church after the Reformation is very vague, and some of the sentences would serve as stiff exercises in paraphrasing for B.A.

Candidates. The summaries and explanations at the ends of the chapters are useful.

CONSTABLE'S HAND-GAZETTEER OF INDIA, edited with additions by James Burgess, C.I.E., LL.D., F.R.S.E. (*Constable & Co.*) Price 10*s*. 6*d*.

This is a neat, well printed, well bound octavo volume of 400 pages containing some 20,000 names of places in India, Burma, and Ceylon, with brief accounts of their position, population, &c. The Presidencies and their chief towns are treated at greater length, particulars as to their trade, mineral products, mean temperature, rainfall, and chief buildings being given in the latter case. Towns of archæological interest are specially noted, and the ordinary hill stations are also mentioned. Perhaps a little more attention might have been paid to railways and railway junctions, as we note the absence of Katpadi, the junction station where the Madras and South Indian Railways cross near Vellore: this is, however, the only omission of any importance that we detect on a casual inspection. In the accounts of Calcutta and Madrâs we seem to trace the trail of the Babu, as witness the following sentences: "One-third of the whole trade of India *is done* here." . . . . . . "The natural features of the country prevent more than about 20 per cent. of the land *to be irrigated.*" In spite of these slight defects, we can cordially recommend the Gazetteer as a handy and useful book of reference.

OUTLINES OF ENGLISH LITERATURE FOR YOUNG SCHOLARS. By J. Logie Robertson, M.A. (*Blackwood*).

This little Manual is an abridgment of the author's History of English Literature, to which we are told in the Preface it is meant to serve as an introduction. It is in fact written on the same lines as the larger book, and the division of the periods is the same, the whole extending from A.D. 449 to 1894. In dealing with this vast range of literature the author has not indeed succeeded in producing a manual of such an admirably condensed and comprehensive character as Stopford Brooke's well-known Primer. Not only does the latter give us many more names (a doubtful advantage), but he often adds a judgment or traces a literary connection where Mr. Robertson merely mentions the author and his works. There is no doubt much room for difference of opinion as to how much should be included or omitted in an 'outline', but the following are what appear to us to be deficiencies within the limited scope of

this book. It is no longer up-to-date to speak of Mandeville (p. 29) as a real personage; it is now known that this is a mere *nom-de-plume* and the autobiographical details with which the work is introduced are a pleasant fiction. It is surely an insufficient account of Greene the dramatist (p. 62) to say that he 'is chiefly remembered for his envious attack on the rising fame of Shakespeare', while Peele and, stranger to say, Lyly are not even mentioned among the Elizabethans. Later on Wotton's 'Lines on a Happy Life' is a poem that should not only be mentioned, we think, but learned by heart by all 'Young Scholars.' Nor is it easy to see why George Herbert's name should appear without those of Crashaw and Vaughan (p. 65). The most serious error of judgment in the book is probably where in speaking of Tennyson the author says 'it is chiefly in a sense of humour that he is deficient' (p. 138). A poet is not bound to display humour when he is not dealing with a humourous subject, though he is always bound not to display a lack of the sense of it. With the latter deficiency it would be fair to charge Milton, for instance, and sometimes Wordsworth; but we cannot see how the charge applies to Tennyson. On the other hand, where his subject called for it, he charmed, and perhaps astonished, his readers by the very marked power of humorous and vivid characterization he showed, as in the two 'Northern Farmers' and the 'Northern Cobbler' and 'Village Wife'. The 'Princess' too is humorous and 'high fantastical'. If Mr. Robertson thinks otherwise, it can only be by exercising his national privilege of not seeing other people's jokes. But after picking these holes in the book, it remains to be said that it gives on the whole a very clear, readable and suggestive account of the chief authors and periods of our literature from Beowulf to Browning. It is written in a way to stimulate the interest of young readers in the literature itself, which is the best of all qualities in such a Manual. The extracts from prose and verse given at the end of each chapter have been selected with great taste and judgment. One feature in the author's larger book which might with advantage have been here reproduced is the table of chief historical events and dates in each period, a very useful accompaniment to the literary history.

CHAUCER'S POETICAL WORKS, Globe edition. (*Macmillan*), 1898.

This new edition's of Chaucer's Poems has been undertaken unde[r] the general editorship of Mr. Pollard, well-known as a Chaucer schola[r] and the author of the Chaucer Primer, together with several collabora[-] tors. The part assigned to each in the work is thus explained in th[e] Preface by Mr. Pollard: "In the division of labour which has th[e]